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ABSTRACT

The inner world of education is explored through the examination of different types of educational materials. Content analysis and symbolic interactionism are used to study educational and pedagogical communication. These approaches are used in four studies of educational texts. Chapter 1, "Study of Educational Texts," introduces the approach and explores socialization as it takes place through educational texts. Chapter 2, "Society in Stories," is an interactionist analysis of textbooks from India and Canada that compares the prominent symbols of social relationships in children's reading materials in these two societies. The more child-centered literature of Canada portrays a middle class society enjoying the benefits of capitalism. The Indian stories are more likely to feature the adult male as the agent, and they are linked to the traditional, rather than the prevailing, socioeconomic reality. "Learning To Be Backward," Chapter 3, considers how the learner's social background affects responses to an educational text, focusing on one tribal male secondary student in India. Chapter 4, "Image of the Illiterate Learner," considers adult education texts and the educational philosophy of Paulo Freire, and presents a case study of World Education as a major adult education agency. Chapter 5, "Third World in Televised Texts," analyzes a Canadian series on Third World development. "Texts and Values," Chapter 6, asserts that the impact of texts cannot be separated from the conditions under which they are read. It must be recognized that teaching styles have a powerful influence on how texts are presented, and how they are received. (Contains 4 figures, 12 tables, and 105 references.) (SLD)

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